Circular Letter #110

Jan. 21, 1929.

Diagnostic English Tests. Test I.
Parts A and B.

GOVERNMENT OF PORTO RICO
DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
SAN JUAN

January 21, 1929.

Circular Letter No. 110.

Subject: DIAGNOSTIC ENGLISH TESTS. TEST I, PARTS A AND B.

Supervisors of Schools,
High School Principals,
English Teachers in High Schools
and Continuation Schools:

The Diagnostic English Test has been prepared by the Department for the purpose of ascertaining information of a scientific nature on the greatest frequency of errors in English composition and on standards. Such information will enable us to know exactly upon what elements to concentrate attention in order to eliminate weaknesses in composition. When the results of the tests are known remedial work designed specifically to meet the needs should be given to the students.

Attached hereto are complete instructions for giving, scoring, and tabulating results of Diagnostic English Test I, Parts A and B. Please proceed at once to the execution of the plan. The instructions contain information on the dates on which the tests are to be given and on which reports are to be mailed to us.

Copies of the tests are being sent you. The number sent each teacher has been determined on reports on enrollment that have been sent to us. However, it will be advisable before starting the tests to count the material sent you in order to be sure that you have enough. The number of copies of the blanks on which are to be made tabulations has been determined by the number of classes each teacher has and by the number of summary reports to be made.

The tests are to be given to all English classes, English I, II, III, IV, V, VI, and Business English, and are to be corrected in the school where they are given except in English IV. Tests in English IV are to be mailed uncorrected to the Department in accordance with the cooperative English plan with the University; see Circular Letter No. 117.

Part A of the test is to be given Wednesday, February 6; and Part B on Thursday, February 7. The teachers' reports on results of the tests are due here Tuesday, February 26.

The giving, scoring, and tabulating results of these tests may be considered as a substitute for one of the required themes.

Very sincerely yours,

(Signed) JUAN B. HUYKE,
Commissioner of Education.

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NOTE. Attention: Teachers of English

Get from the principal's office a large manila envelope and file in it this circular letter and all other circular letters pertaining to English work. At the end of the year return the envelope with complete file of letters to the principal.

The circular letters preceding this one directed to English teachers are letters number 56, 82, 99, 103, 107.

(Note for Circular Letter No. 110)
(January 21, 1929.)

TO THE SUPERVISORS OF SCHOOLS:

The time remaining from the present until the date upon which the Diagnostic English Test I is to be given is very short; therefore, in order to save time in the shipping of the material to be used in the test and to expedite the matter for all concerned, we have sent direct to the principal's office the package containing the tests and the copies of this letter (Circular Letter No. 110) for the English teachers.

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GOVERNMENT OF PORTO RICO - DEPARTMENT OF EDUCATION
DIAGNOSTIC ENGLISH TESTS. TEST I, PART B

KEY FOR SCORING
CHART ON FREQUENCY OF ERRORS

Tabulation by Items

Directions: Fill out this blank for each class, class meaning th group of students meeting at a certain hour. Also prepare summar reports; see attached instructions for further details.

1. School _____ 2. Teacher _____

3. Class(es) in English (I,II,III,IV)___meeting at the ___hour(s). 4. Total enrollment of class-(es) listed hereon ____

I. (Verbs)
1. has _____ 2. does _____ does _____ 3. being ___
4. have _____ 5. seen _____ 6. been _____ 7. did _____
7. did _____ like _____ 8. remained ____

II. (Sentence structure)
1-a _____ 2-b _____ 3-b _____ 4-a _____ 5-a____

III. (Vocabulary, idioms, verb agreement)

1. fills or filled	a)#____	b)#____	2. fell	a)_____	b)___		
3. fell	a)_____	b)_____	4. let	a)_____	b)___		
5. left	a)_____	b)_____	6. tell	a)_____	b)___		
7. said	a)_____	b)_____	8. accept	a)_____	b)___		
agreed	a)_____	b)_____	9. earn	a)_____	b)___		
10. gain	a)_____	b)_____	11. won	a)_____	b)___		
12. reminds	a)_____	b)_____	remember	a)____	b)___		
13. robbed	a)_____	b)_____	14. stole	a)_____	b)___		
15. prove	a)_____	b)_____	16. prove	a)_____	b)___		
proof	a)_____	b)_____	17. living	_____	life__		
18. this	_____	19. loose	_____	lose	_____		
20. choice	_____	choose	a)_____	b)	_____		
21. interesting	_____	interested	_____	22. clothes	____		
23. clothes	_____	24. lecture	_____	25. festival	____		
26. feast	_____	27. costumes	_____				
28. admires	a)_____	b)_____	surprised	a)_____	b)___		
29. assisting	a)_____	b)_____	attends	a)_____	b)___		
30. wish	a)_____	b)_____	31. is willing	a)___	b)____		
32. plot	_____						

Following a give the number of errors made in choice of word; following b give the number of errors made in form of the verb tense, (errors in agreement of verb with subject, etc.). If a student's answer shows errors of the a type and the b type also, record the errors under each appropriate head. See attached instructions for details.

GOVERNMENT OF PORTO RICO - DEPARTMENT OF EDUCATION
DIAGNOSTIC ENGLISH TESTS. TEST I, PART A

KEY FOR SCORING
CHART ON FREQUENCY OF ERRORS
Tabulation by Items

Directions: Fill out this blank for each class, class meaning the group of students meeting at a certain hour. Also prepare summary reports; see attached instructions for further details.

1. School _____ 2. Teacher _____

3. Class(es) in English (I,II,III,IV)___ meeting at the___hour(s)
4. Total enrommment of class(es) listed hereon _____

I. (Parts of speech)
1. adj. _____ 2. noun _____ 3. verb _____
4. adv. _____ 5. gerund or verbal noun _____ 6. verb _____
7. prep. _____ 8. rel. pro._____ 9. conj._____
10. per.pro._____

II. (Capitalization)
1. Monday _____ (south _____) English _____
2. September _____ West _____ American _____(history_____
3. Mississippi _____ River _____
4. (high school_____) Spanish _____ (major_____
5. Captain _____ Smith _____

III. (Kinds of clauses)
1. 1st clause,ind., st. line_____ 2nd clause,ind.,st.line_____
2. 1st clause,dep., wavy line_____ 2nd clause,ind.,st.line_____
3. 1st clause,ind., st. line_____ 2nd clause,dep.,wavy line_____

(Kinds of sentences)
1. Compound_____ 2. Complex_____ 3. Complex_____4.Simple_____

IV. (Punctuation)
1. money _____ books,_____
2. honorable: or honorable. Work _____
typewriter, or typewriter _____
3. Carnegie, _____ birth,_____riches; or riches. His_____
4. opponent, _____
5. Addams, _____ others, _____

V. (Analysis of sentences)

Subject	Verb	Object	Pred.Nom.	Obj. Complement
lists_____	contain_____	names_____		
who _____	were _____		people____	
people _____	elected ____	Lincoln_____		President_____

VI. (Pronouns)
1. whom_____ 2. his _____ 3. I _____ 4. their_____ 5.its _____

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GOVERNMENT OF PORTO RICO - DEPARTMENT OF EDUCATION
DIAGNOSTIC ENGLISH TESTS, TEST I, PARTS A AND B

DIRECTIONS FOR GIVING, SCORING, AND TABULATING RESULTS

GIVING THE TESTS

1) The tests are two in number:
   Diagnostic English Tests, Test I, Part A
   Diagnostic English Tests, Test I, Part B

2) Test I, Part A is to be given to all English classes on Wednesday, February 6.
   Test I, Part B is to be given to all English classes on Thursday, February 7.
   (The tests are too long to be given both in the same period.)

3) Class room procedure:
   a) Have the students remove all books from their desks.
   b) See that each student is provided with a pencil or pen.
   c) Write on the board the date and the name of the teacher. (The name should be written on the board because many students don't know how to spell their teacher's name, and this information is required on the test.)
   d) Have the papers distributed face down on the desks.
   e) Give the signal to begin and have the students go to work immediately without any questions or discussions.
   f) Note the time at which the test begins. If possible have a clock in some position so that the students will be able to know how many minutes are consumed in taking the test. Write on the board the time at which the test begins.
   g) Collect the papers when all but the slowest two or three have finished.

SCORING THE TESTS

1) All the tests are to be graded in the school where they are given except those of the senior classes. Those of the senior classes are to be sent to the Department in accordanc with the cooperative English plan with the University. (Teachers of senior English see Circular Letter No. 117.

2) Correction key for each test will be found on the page entitled "Key for Scoring and Chart on Frequency of Errors". Absolutely no departures should be made from the answers marked on the Key.

3) In correcting the papers, mark the errors made, but mark errors in only the items in which this test is concerned as shown by the Key. Leave the correct items unmarked. It is better to mark the errors rather than the correct items, as it will simplify filling out the Chart on Frequency of Errors.

4) The total number of items for both tests gives a score of 100. The value of the first test is 45, and that of the second is 55. In tabulating information concerning the scores made on the tests, we shall not consider the tests individually but shall consider the sum of the scores made on the two tests. If the total shows a fraction, as, for example, 80 1/2, count the fraction as a whole thus- 81. Therefore, for convenience in handling the scores, write on Part B the score made on it, and immediately under that score add the score on Part A, thus getting the total.

Value of Questions of Test I, Part A

I. Parts of speech. Total - 5; each item - 1/2.
There are ten blanks to be filled with information in regard to parts of speech; each blank counts one-half. The score for the question is the number of blanks correctly filled.

II. Capitalization. Total - 5; each capital letter - 1/2.
In this question there are ten letters which should be capitals. If the student fails to capitalize one of these, subtract one-half from the total score, ten; if he capitalizes a letter which should not be a capital, disregard that error as far as the score is concerned.

However, there are four words in the sentences which the student may incorrectly capitalize and in which we are particularly interested; these four words are high school, south, history, and major. When grading the test papers mark the errors made if these words are capitalized, but as said above do not consider them in scoring. The errors in regard to them are to be noted because information in regard to them is called for in the Chart on Frequency of Errors.

To summarize: the score in capitalization for each student will be the number of items right of the ten words shown with capitals in the Key.

III. Kinds of clauses. Kinds of sentences. Total - 10; each item-1

Kinds of clauses. There are six clauses, each one with a value of one. For a clause to be correctly underscored the whole clause must be underscored and nothing added to it

that does not belong to it. If the simple setence is underscored, disregard it so far as scoring is concerned.

Kinds of sentences. There are four completion statements on kinds of sentences; each statement counts one.

IV. Punctuation. Total - 10; each mark counts 1.
There are ten marks of punctuation required in the group of sentences. Each mark counts one. In some cases there are two answers correct; the Key shows all answers that are considered satisfactory. Count no answer correct unless it is given in the Key.

The number of marks correctly placed according to the Key is the score for this question. All extra, incorrect marks that the student may add to the sentences are to be disregarded.

V. Analysis of sentences. Total - 10; each item - 1.
The Key shows ten items to be correctly placed in the columns. The score for this question is the number of items correctly placed. Disregard errors.

VI. Pronouns. Total - 5; each item - 1.
There are five blanks to be filled with pronouns; each blank counts one. The score is the number of blanks correctly filled.

Value of Questions of Test I, Part B

I. Verbs. Total - 10; each item - 1.
There are ten blanks. The score is the number of blanks correctly filled according to the Key.

II. Sentence structure. Total - 5; each item - 1.
There are five groups of sentences; of each group the student is to choose the correct one. The score is the number of choices made correctly according to the Key.

III. Vocabulary and use of verbs. Total - 40; each item - 1.
There are forty blanks to be filled with words chosen from the series given in parentheses. The score is the number of blanks correctly filled according to the Key, which requires that the right choice of words be made and that correct gramatical agreement be given.

For the student to receive credit on an item his answer must correspond exactly with the Key. In correcting the tests check the incorrect items, as stated heretofore.

Also in order to secure information called for in Chart on Frequency of Errors, the following analysis is to be made of the errors. Immediately at the side of each incorrect item write the letter a if there is an error in choice of word, and b if there is an error in form of the verb (tense, agreement with subject, etc.). It is possible to have a mistake in either a, choice of words, or b, form of verb, or in both. For purposes of scoring, a mistake in either a or b causes the student to lose credit for that item; the answer must correspond exactly with the Key. For further information see the instructions for tabulating results for Chart on Frequency of Errors.

TABULATING RESULTS

Chart on Frequency of Errors

1) A "Key for Scoring and Chart on Frequency of Errors" is to be filled out for each class, these copies to be kept by the teacher.

2) Summary reports. Mail to the Department a Chart filled out giving the totals of all classes doing the same year's work for example, if you have five classes of sophomore English, you are to mail one chart which gives the totals of all five classes; or if you have four classes of junior English and one of senior English, mail two charts, one for the senior class and one for the total of the junior classes.

3) The purpose of the Chart on Frequency of Errors is to find out which are the most common errors in order that teaching may be concentrated towards the elimination of them.

The easiest way to count the number of times the entire class has missed the items contained in the test is to open the tests at the same page, spread them out in a row on a long table, and count the number of times each item is missed.

4) After ascertaining the total number of times each item was missed by all the classes of the same year's work, enter the number on the blank following the items listed on the charts.

5) Question II (Capitalization), Part A, calls for a little more tabulation on the chart than is required in scoring. That is, you are asked to give the number of times south, high school, and major were erroneously capitalized, although these items have nothing to do with the scoring.

6) Question II (Vocabulary and verbs), Part B, requires an analysis of the nature of the error, inasmuch as each item of this question involves two elements, viz., choice of word, and form of verb.

The chart shows some of the items of this question followed by the letters a and b. Following a give the number of errors made in choice of word; following b give the number of errors made in form of verb (tense, agreement with subject, etc.) If the student's answer shows errors of the a type and of the b type also, record the error in both places. For example, if the student writes, "I leave home yesterday at three," he has made an error under b, verb form, but has made no error under a, choice of word.

If the student writes, "I let home yesterday at three," he has made an error under a, choice of word, but not under b, verb form, as let is in the right tense and has agreement in person and number, or at least appears so as far as we can tell.

If the student writes, "I leads home at three yesterday," he has made an error under a and b.

7) If the student in filling in the blanks in question III, Part B, makes a mistake in spelling, count it as an error and in scoring the question take away credit for the item. In tabulating the frequency of errors, list mistakes in mispelling under b.

8) The Charts on Frequency of Errors together with the Chart on Total Score are to be mailed to the Department not later than Monday, February 25.

Distribution of Total Scores

1) The purpose of this chart is to find the median score.

2) On one copy of this chart enter the total number of students making each score in each year's work. For example, if you have two classes of sophomore English, count the number of students in both classes making a total of 60 on the two tests, then the number in both classes making a total of 61 on both tests, etc., and enter these numbers in column II. Then if you have three classes in freshman English, prepare the totals for the three classes for each score, and enter these totals in column I.

3) The easiest way to get the totals for different classes of the same year's work is to take a sheet of paper and prepare a tabulation for each class and then make totals for each

class. Transfer this record for each class to one of the copies of the chart; you are being sent enough copies for this purpose. Then total all the classes for the summary report asked for in the item immediately preceding this.

4) Mail this chart together with the one or more charts on the frequency of errors to the Department not later than Monday, February 25.

To summarize: the reports to be mailed to the Department are

1) One copy of chart on Distribution of Scores giving summary of scores by years
2) One or more copies of chart on Frequency of Errors giving summary of number of times each item was missed, the summary to give the totals by years

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Keep all the tests and do not return them to the students until you hear from us further about this. Keep your copies of tabulations for individual classes, as explained heretofore.

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